DOCUMENT RESUME

ED 025 813 CG 003 532

Ego Development Guide for Primary Grade Teachers, K-3. Project Beacon.
Rochester City School District, N.Y.
Spons Agency-New York State Education Dept., Albany. Div. of Pupil Personnel Services.
Pub Date [65]
Note-54p.
EDRS Price MF-$0.25 HC-$2.80
Descriptors-*Culturally Disadvantaged, *Elementary School Students, Identification (Psychological), *Individual Development, *Negro Youth, *Self Concept, Self Esteem, Teacher Role

Self-concept theory maintains that a person's behavior is primarily influenced by his feelings about self. Since a child's self-concept emerges from social encounters, and school situations make up a large portion of such encounters, it is felt that teachers would benefit from increased understanding of the formation of self-concept, self-confidence, and social relations competence. Background information emphasizing the influence of school situations and teacher attitudes and behaviors upon self-concept growth is presented. Following is a series of suggested units for grades kindergarten to three, geared toward enhancing or modifying positively the self-concept of individual pupils. Emphasis is given to the culturally disadvantaged and to Negro children. Suggestions are made for specific activities and ways of relating the units to the other subject areas in the curriculum. (BP)

ED025813

PROJECT BEACON

Project Beacon

City School District of Rochester

Rochester, New York

08 003 732

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

EGO DEVELOPMENT GUIDE

FOR PRIMARY GRADE TEACHERS, K-3

Developed by PROJECT BEACON Staff:

Mrs. Mary Corris
PROJECT BEACON Resource Teacher

Mrs. Katherine Logan
PROJECT BEACON Resource Teacher

Miss Bevell Mason
PROJECT BEACON Resource Teacher

Miss Joan Kelley
PROJECT BEACON Resource Teacher

Mr. John M. Franco
Director, PROJECT BEACON

City School District of Rochester

Rochester, New York

PROJECT BEACON is a cooperative program between the City School District of Rochester and Project ABLE, Division of Pupil Personnel Services, New York State Education Department.

Preface

Continuous search for a fuller understanding of those ingredients which make the student prosper academically is a healthy sign. Today, as never before, the quest for sound mental health and achievement for all children is being sought with an unprecedented vitality and enthusiasm.

In facing the complex task of guiding young people in their total development, educators have come to understand that the psychosocial aspects of human development cannot be separated from the intellectual aspects of this development. The two, in fact, are so inextricably related that the neglect of one usually retards the growth of the other.

Fortified with this knowledge and realizing that the psychosocial development of our young people is not a transient affair whose importance is only temporary, PROJECT BEACON has given continuous attention to the importance of the self-concept theory and has immersed itself wholeheartedly into the arrangement of an ego development guide that would serve as an aid to the many teachers who believe in quality education for all and recognize the urgency of making the classroom an exciting arena of learning. Through its references, ideas, and activities, this guide is offered with the hope of helping teachers become more creative in meeting this challenge.

Appreciation is extended to the PROJECT BEACON staff and to all those who contributed to the development of this important guide. It will be of great help to teachers in reshaping the mental and emotional functioning of their students.

Herman R. Goldberg

Herman R. Goldberg,
Superintendent of Schools
Rochester, New York

Introduction

Since PROJECT BEACON first began in September 1964, ego development has been an area of primary concern. Continuous attention has been devoted to the development of specific classroom activities which can be carried on by the classroom teachers to enhance the pupil's self-image.

It seemed apparent, as we progressed in our thinking, that the self-concept theory was of paramount importance and that only through activities to improve the self-image could gains be made in academic aspects of the school program.

The materials which follow have been developed in two parts. Part I was developed to give the teacher background information in capsule form on (1) the self-concept, (2) self-confidence and (3) concepts and understandings appropriate to Human Relations - Intergroup Education. Part II was developed to give the teacher, of kindergarten through third grade, some specific suggestions for developing units of work for her own classroom. It is hoped that each teacher will use the units found in Part II as suggestions for developing additional <u>specific</u> units for her class based on the needs of her pupils.

We are confident that the units herein will serve as stimuli for releasing creative talents of PROJECT BEACON teachers.

John M. Franco

Mr. John M. Franco,
Director, PROJECT BEACON

THE NEED FOR IMPROVING THE SELF-CONCEPT IN TODAY'S SCHOOLS

There is much research today in the field of child growth and development which highlights the significance of the individual's concept of himself. The central theme of the self-concept theory is that a person's behavior is primarily influenced by his feelings about self. If a person views himself as successful, as someone whom others like, as good-looking, then his behavior will reflect these views. If, on the other hand, a person sees himself as unimportant, as unattractive, as unpopular, then his behavior will reflect these valuations.

The Self-Concept Theory:

Perceiving → Behaving → Becoming

The following statements are relative to the self-concept theory:[1]

1. An individual's behavior is directly influenced by his self-concept.
2. The self-concept emerges from the many social situations in which the individual is a participant; home, school, church, community, peer group activities.
3. The self-concept is modified as the individual participates in situations with varying expectations.
   (a) The individual self-concept reflects the actual or perceived expectation of others (parents, teacher, peer groups, other adults) in the situation.
   (b) The self-concept is either enhanced and modified positively when supported by the group's expectations of the individual or threatened and modified negatively when threatened by the group's expectations.

Every child needs some degree of success in school. If success is not forthcoming in academic subjects: arithmetic, reading, music, art, physical education or some other socially acceptable activity, then we can expect the child to become successful in socially unacceptable ways.

The Self-Fulfilling Prophecy

Teachers may unintentionally modify the self-images of

---

1. Eldon Snyder, "Self-Concept Theory - An Approach to Understanding the Behavior of Disadvantaged Pupils," The Clearing House, December 1965, pp. 242-246.

students in a manner which is detrimental to satisfactory school behavior. Since students develop their images of school as a result of the expectations of others, then it follows that a student tends to act in school as he is expected to act. If teachers, peer groups, and others consider the individual as a "trouble-maker," this will probably be his self-image and will be reflected in his behavior. Expectations of others - pupils, teachers, etc. - that an individual will be delinquent, a trouble-maker, lazy, a slow reader, constitutes a self-fulfilling prophecy to which the individual will undoubtedly conform.[2]

The Need for a Feeling of Adequacy

It is apparent that individuals develop different concepts of themselves and that the concept of self is always in terms of degrees of adequacy. Each individual must have some sense of adequacy, no matter how minimal, or he cannot cope with his own existence. The needs associated with a person's idea and appraisal of himself include both desires for enhancing his self-esteem and also striving to preserve the integrity or consistency of self.[3]

The Negro Self-Concept

The self-concept theory is helpful in understanding children of minority groups, particularly the Negro child. We all learn who we are and what we are like primarily through the actions of other people. If people are treated differently, this will be reflected in their self-image and their behavior. Low self-esteem, conscious self-hatred, and ambivalence are probabilities for the Negro child, who experiences discrimination and sees the low social status of his race.

The Negro child, from earliest school entry, needs opportunities to see himself and his racial group in a realistic, positive light. He needs to understand what color and race mean, he needs to learn about those of his race (and other minority groups like him) who have succeeded; and he needs to clarify his understanding of his own group history and current group situation.

---

2. Ibid.
3. William C. Kvaraceus, NEGRO SELF-CONCEPT: IMPLICATIONS FOR SCHOOL AND CITIZENSHIP, McGraw-Hill Book Company, (New York, 1965), p. 12.
4. Ibid., p. 21.

The Roots of Self-Confidence[5]

The roots of self-confidence take hold early in life. The kind of self-confidence a child has is the result of all the things that happen to him. If he has many healthy, satisfying experiences, the roots of his self-confidence will be deep and strong. If his daily experiences are limited, frustrating, lacking in satisfaction, then those roots will be shallow and weak.

Of course, every child has some experiences that build his self-confidence. Every child has some that tear it down. But it's the sum total that counts and that determines whether the roots of the child's self-confidence will be deep and strong or shallow and weak.

Our Role as Adults in Building Self-Confidence

The important role adults play in the development of children's feelings demands that we have a clear conception of the kinds of feelings that are healthy, constructive, "good," and those that are unhealthy, destructive, "bad." Our adult role also requires an awareness on our part of what we can do to help children acquire constructive, healthy feelings, and what we should not do to spare them feelings that are unhealthy, destructive.

In brief, our role requires us to AVOID doing anything that will make a child feel

inferior, petty, mean

confused, bewildered, fearful

ashamed of his family or social status or of anything about himself

Our role requires us to AVOID doing anything to make a child feel

that adults are unreasonable, impossible to please

that nobody cares, nobody understands him, there is nobody to help him when he needs it

that life is burdensome, uncertain

---

5. Nina Ridenour, Building Self-Confidence in Children, S.R.A., Inc. 1954, pp. 46-47.

that he is a failure

that we expect too much of him

that he is unimportant, in the way

that new experiences are risky, frightening, to be avoided

that people do not like him

To this end, it's important that we AVOID

laughing at a child or belittling him

teasing, threatening, frightening him

using shame or sarcasm

pointing out the child's shortcomings or comparing him unfavorably with others

setting goals beyond his capacity for attainment

And that we DO all the things that help a child feel

that he is an important and a worth-while person

that people accept him, and that he is one of the group

that people are essentially pleasant

that he can cope with most situations that are likely to occur

that life is good and it is good to be alive

CONCEPTS AND UNDERSTANDINGS

APPROPRIATE TO HUMAN RELATIONS-INTERGROUP EDUCATION[6]

The following broad concepts and related understandings appropriate to human relations-intergroup education are of paramount importance. The teacher will note that the five CONCEPTS are highly generalized. Although there are almost unlimited possibilities for UNDERSTANDINGS, careful screening and selection have provided approximately six or seven UNDERSTANDINGS per CONCEPT. These UNDERSTANDINGS are the larger and more important ideas that may be found within the broad concepts. The judgment of the teacher and the adaptability and maturity of her learners will determine those understandings that can be stressed with her particular group. It is within the frame of reference of the broad concepts that the LEARNING EXPERIENCES are offered.

THERE ARE MANY DIFFERENT KINDS OF PEOPLE
- Understands that he is a unique individual
- Understands that people differ in physical characteristics.
- Understands that people differ in skills, abilities, contributions.
- Understands that differences rarely imply value.
- Understands the origin of physical differences among groupings.

ALL PEOPLE HAVE BASIC SIMILARITIES AND NEEDS
- Understands that all people have basic needs and wants.
- Understands that all people have similar feelings, desires, problems.
- Understands that differences among people are much less numerous and significant than similarities.
- Understands that all people have the need for identification, belonging, acceptance, and expression.
- Understands that biologically all human beings are very similar.

---

6. Education for Human Relations - Intergroup Understanding Kindergarten-Grade Six, Human Relations-Intergroup Understanding Committee, Department of Curriculum Development, The Madison Public Schools, Madison, Wisconsin, 1964.

ALL PEOPLE HAVE THE SAME BASIC RIGHTS AND RESPONSIBILITIES
- Understands that all people have strengths and weaknesses.
- Understands that all people have the right to be respected as human beings.
- Understands that all people have the right to make positive use of their talents, abilities, and intellect.
- Understands that all people have the same basic personal, legal, civil, social, and economic rights within the structure of responsibility.

ALL PEOPLE HAVE THE POTENTIAL FOR CONTRIBUTIONS TO SOCIETY
- Understands the idea and need for cooperation.
- Understands the meaning and implication of interdependence.
- Understands that contributions to human welfare are universal in source and in application.
- Understands that rules and standards are necessary for group functioning.
- Understands the physical, cultural, social, and economic interdependence of people.
- Understands the ways in which people and groups of the past have contributed to the present and how the present contributes to the future.
- Understands that all social structure requires interdependence.
- Understands that the individual makes greater contributions to society when he can strengthen his ability to direct his own behavior.

ALL PEOPLE ARE INFLUENCED BY FACTORS BEYOND THEIR CONTROL
- Understands that people have characteristics they could not or need not change.
- Understands that people are influenced to a greater degree by factors beyond their control than by factors within their control.
- Understands that the influence of physical, cultural, economic, and social environment determine, to a large degree, the actions of a group.
- Understands that physical characteristics that are inherited, influence the actions of individuals and groups.
- Understands that a large share of the actions of the individual are conditioned responses to his needs.

RESOURCE UNIT: EGO DEVELOPMENT

GRADE LEVEL: KINDERGARTEN

I. VALUE AND PURPOSE

A. This unit will be used
1. to help the child see himself as he really is.
2. to help the child see himself as others see him.
3. to help the child develop a positive self-image.
4. to help the teacher's understanding of each child.

II. AIMS AND OBJECTIVES

As a result of this unit

A. Each child will become more aware of the "outside" of himself - his physical self - his appearance.

B. Each child will become more aware of the "inside" of himself - his spiritual self - his feelings.

C. Each child will become aware that while we are all alike in many ways, we are also all very different.

D. Each child will become aware that, despite differences, every person is of value. Every person can be a contributing member of society.

E. Each child will have an opportunity to talk about himself to others.

F. Each child will have an opportunity to see, learn to recognize, and read his name in large print.

III. MATERIALS

A. AV:
1. Instamatic camera
2. Film - black and white
3. AG bulbs
4. Dry mount (if available) for permanent mounting of photographs

B. Books
1. Brown, Jeanette. RONNIE'S WISH. Friendship Press, 1959.
2. Clifford, P. D. YOUR FACE IS A PICTURE. E. C. & Co., 1963.

3. Eastman, P. D. ARE YOU MY MOTHER? Random House, 1960.
4. Krauss, Ruth. IS THIS YOU? Wm. Scott, Inc., New York.
5. Meek, Pauline. WHO IS DEBBIE? CLC., 1965.
6. Stanley, John. IT'S NICE TO BE LITTLE. Rand McNally, 1965.

C. Room Equipment
1. Full-length mirror
2. Hand mirrors
3. Scale for weighing children (small bath size)
4. Yardstick measure on wall for taking heights
5. Ruler and tape measure in discovery corner or math corner (depending upon individual teacher's room arrangement)

IV. CORRELATION WITH OTHER SUBJECTS

A. Language Arts
1. Children can keep with teacher a growing list of words which children contribute in describing displayed pictures and children's photographs. Children can observe left to right process in writing, top to bottom order, differences in length of words.

B. Mathematics
1. Children can separate mounted magazine pictures of faces into categories:
e.g. set of children's faces
set of adult faces

set of female faces
set of male faces

set of sad faces
set of happy faces

set of old faces
set of young faces

Children can count with each other number of faces in each set. Which set is the larger one?
2. Children's concepts of size - "heavy," "light," "heavier," and "lighter" - can be strengthened in size and measurement project.
3. Similarly, concepts of short, tall, wide, narrow, big, little can be reinforced.
4. Depending upon readiness of children, individual heights and weights (using large numerals) can be mounted with duplicate print of each child's

picture. Children can develop awareness of numerals, recognition. Some children may be able to arrange pictures in order of increasing height or weight as an independent or group activity during work period, (36" - 38" - 40") or length of foot, (3-4-5 inches). Knowing children will facilitate process and ensure success. Teacher will have to serve as "checker."

C. Games

1. Teacher places assorted pictures in center. Child is selected to pick up only pictures in one category.
   e.g. "I am going to pick up all the pictures of people who are smiling."
   Pictures can be displayed on chart holder as they are selected. Group playing game judges whether pictures represent one category.

   Variation: Child who is "it" picks up pictures. Group guesses which category they represent.

   Children can count total number of pictures as child who is "it" points to each picture, proceeding from "left to right" - "from first row to second row."

D. Music

SHARING MUSIC - American Book Company, 1966.

1. Fingers, Nose and Toes - p. 58
2. Counting Song - p. 7
3. Be Happy! - p. 14
4. When I Am Big - p. 28

GROWING WITH MUSIC - Prentice-Hall, 1966.

1. If You're Happy - p. 6
2. I Spell M-E - p. 120
3. I'm Tall, I'm Small - p. 76
4. Left Hand, Right Hand - p. 154
5. My Hands - p. 102

Play selection from Bartok (expressing sorrow) - p. 13.
Play Bulgarian dance (expressing gaiety) below.
How do they compare? How do they make you feel?
Make other comparisons using records or instrument.

V. PROCEDURES

A. Room arrangement

1. Provide full-length mirror for each kindergarten room.
2. Provide hand mirror in dress-up area.
3. Display multi-ethnic pictures of faces registering different emotions.
4. Place ruler and measuring tape in a spot accessible to children.

B. Take individual snapshots of each child over a sufficient period of time that a variety of expressions will be captured encompassing a wide range of kindergarten activity and emotions.

C. Ask children to describe one or two displayed pictures each day. Accept and encourage creative descriptions as well as standard "sad," "happy," "funny," etc. Use book, YOUR FACE IS A PICTURE, to encourage language, to increase vocabulary, to assist children in identifying with particular age, size, feeling of child portrayed.

D. Read story, ARE YOU MY MOTHER? The story revolves around a little bird who has difficulty finding his mother because he does not know what she looks like. Use story to lead off discussion on how we know what we look like - what someone else looks like - how we know one person from another. Use discussion to focus or renew interest in mirrors in room.

E. Ask different child each day to select a picture in the book, YOUR FACE IS A PICTURE, which looks like the way he <u>feels</u>.
(Variation: "Which boy or girl in the book would you like to be?")
Child could be given book during work period so place could be marked ahead of time. When group is called together, child can show picture he has chosen. Allow for group interaction. "Why did you choose that one?" Child's actual photo can then be shown and compared. "Is it alike?" "Is it different?" "In what way?" "How do you think Susan <u>feels</u> in this picture?"

F. Possible project: Child could paste or mount his picture with a few sentences about himself (dictated to teacher) and assemble in a quasi-book format.

*G. Teacher selects two children each day to stand next to each other before full-length mirror and compare how they are "alike" and how they are "different." Let children guess which one is taller, heavier, possibly which one has longer feet (making use of ruler, showing how it can be used). Then use height measurement and scale to prove or disprove their theory. Point out, in child's language, the necessity of scientific testing.

H. Children can crayon (paint) picture of himself as he "looks" in the mirror and/or as he "feels."

I. If interest warrants, activity could be expanded to comparison of span of hands, length. Use charming book by Aliki, MY HANDS, to initiate interest. Call attention to ruler and tape measure. Encourage their use as a tool of learning.

J. Teacher could place around room mounted pictures of all the children. Each child must find his own and bring it back to the group. (Variation: Find specific child's picture.) This activity could be used as a transition to milk period, with each child finding his own picture before taking place at table.

K. Take group photo. Enlarge. Each child has an opportunity to find his own picture and see himself as part of a large group. Display at eye level of children.

L. Teacher can read RONNIES WISH. Ronnie is a little boy whose only wish is to be "big." Then one day he visits the zoo with his mother. While she is making a phone call, Ronnie meets his next door neighbor who is looking for someone "little" to take him to the children's zoo. Follow up with delightful story, IT'S NICE TO BE LITTLE.

---

* Children may need help in recognizing themselves before a mirror - may lack self-identification. Teacher may need to help children in recognizing and verbalizing similarities and differences.

VI. SUMMARY

"Who Am I?" Each child should possess an enlarged and improved concept of self as a result of participation in activities outlined in this unit.

VII. EVALUATION

It is of vital importance for the kindergarten teacher to keep in mind that opportunities for improvement of the child's self-image occur every day, requiring alertness and sensitivity on the part of the teacher. Self-evaluation by the teacher is essential for ensuring proper and adequate focus on development of the young child's self-concept.

RESOURCE UNIT: EGO DEVELOPMENT

FIRST GRADE

I. PURPOSE

A. To provide children an opportunity to realize their own identities. Who Am I? Where Am I Going? Why Am I Here?

B. To create a booklet about each child

II. AIMS AND OBJECTIVES

A. Encourage verbal expression by children in supplying descriptive vocabulary for experience charts, pictures.

B. Encourage listening to other children - respect for each other as well as respect for self.

C. Develop the self-image through role playing, experience charts, free hand drawings, reading of stories followed by illustrations.

D. Develop the self-image through a sense of pride in planning for "My Book" - something concrete which child can see developing daily.

III. MATERIALS

A. Construction paper
B. Scissors
C. Magazines with pictures
D. Paste
E. Magic marking pens
F. Experience chart paper
G. Crayons
H. Camera
I. Ink pad
J. Bulletin board

Books

A. A FRIEND IS SOMEONE WHO LIKES YOU, Joan Walsh Anglund, Harcourt Brace & World, Inc., New York. 1958.

B. IT'S MINE, A GREEDY BOOK, Crosby Bonsall, Harper & Row, New York. 1964.
C. IN THE CITY, Bank Street Readers, Senior Editor, Irma S. Black, The Macmillan Co., New York. 1965.
D. GILBERTO AND THE WIND, Marie Hall Ets, Viking Press, New York. 1963.
E. WHISTLE FOR WILLIE, Ezra J. Keats, Viking Press, New York. 1965.
F. LITTLE ANGELA AND HER PUPPY, Dorothy Marion, Lippincott Co., New York. 1954.
G. THE PEOPLE DOWNSTAIRS, Rhoda Bacmeister. Coward, McCann, Inc., New York. 1964.
H. THE GROWING STORY, Ruth Krauss. E. M. Hale & Co., Wisconsin. 1947.

Record

A. Getting to Know You

IV. CORRELATION WITH OTHER SUBJECTS

A. Health-with a better estimation of himself, the child will strive to dress better, be clean and well groomed, eat the proper foods and get the proper rest. This should be done subtly so that by the end of the unit the child will want to improve himself for his own benefit.

B. Language - The child will have more opportunity and gain experience in speaking to the class. He will also develop better reading skills from the many charts done.

C. Citzenship - He will become a better member of the community and his race when he becomes more aware of his opportunities and self-worth.

D. Art - He will have his own art book and many opportunities to draw himself and his classmates the way he sees them. He will also have opportunities to draw his family, best friends, pets and favorite foods.

E. Music - The child will learn songs of his heritage and also have the privilege of choosing the song and story for the day.

V. PROCEDURE AND ACTIVITIES

A. Encourage children to share their experiences through daily "sharing time."
B. Provide opportunities for children to talk individually with the teacher.
C. Discuss plans for a "Book About Myself."
D. Picture of child - drawn by him.
E. Picture of child - drawn by classmate.
F. Snapshot of child - taken by teacher.
G. A personal experience chart for each child - first to be displayed in classroom - eventually to go into book.
H. "My Family Picture" - description of picture dictated by child to teacher and written by teacher under picture for classroom display.
I. Bulletin board - Have each child bring in a baby picture in a sealed envelope. If he doesn't have one, he can draw a picture of what he thinks he looked like. Post pictures without names and have children try and guess who they are. Discuss:
   1. have the children changed?
   2. what happened?
   3. any statistical data children may have.
J. Height and weight measurements - taken early in school years and placed in booklet
K. Finger prints of child taken by the teacher and placed in booklet (discussion of special "own-ness" of fingerprints)
L. A "good grooming" page for the booklet - children will use picture magazines in a classroom activity - cut out and paste pictures depicting good grooming - teacher will print brief comments of children on their individual pages
M. Talk over the construction of covers for the books - teacher will help child if necessary with his name and title, "The Book About John Brown." Each cover will follow the same format as far as size of print for the name and title. The decoration of the cover is the child's responsibility - his choice if he wants more decoration or less.
N. Any other incidental material which the child produces may be added to his book - a special picture (perhaps as the result of role playing). An experience story written with help from the teacher, a paper on which he has shown real effort.

O. Picture drawn by child after short unit on "What I Want to Be When I Grow Up" - during which various professions will have been discussed and stories read

P. Among stories read to the children will be a number chosen for the value they have in helping the child to identify himself. There will be a discussion following story and suggested art work activity in which child may express himself as follow-up.

Q. Books prepared by the students with the help of the teacher expressing such things as:

1. Myself
2. My Friends
3. My Pets
4. My Family
5. What I Want to Be
6. What I Like to Do
7. The Food I Like
8. My Favorite Games
9. Places I Like to Go
10. Things I Do in School

R. Using the chart below, the children can discuss:

1. Who Am I?
2. Where do I live?
3. Who is my family
4. What trips have I taken?
5. How old am I?
6. Where is my school?
7. What do I like best?
8. What do I want to be?
9. Who are my friends?
10. What food do I like the best?
11. What makes me happy?
12. Who is my best friend?

VI. SUMMARY

It is hoped that:

A. The booklet will provide opportunities for the child to realize that he is a worthwhile individual.

B. Each child will be interested in himself and those around him.

C. The child will have developed self-confidence that will show in his daily life and school work.

D. This experience can serve as a means of self-control and further behavior can be controlled because of his feelings of importance on his special day.

VII. EVALUATION

A. Are children able to form generalizations about the similarities as well as differences in his classmates?

B. Do the children show pride in themselves and a sensitivity toward others?

RESOURCE UNIT: EGO DEVELOPMENT

FIRST GRADE

I. PURPOSE

A. To develop an awareness within each child that as human beings there are more similarities than differences among us and yet differences make us unique - they are not bad.

B. That each person is important as an individual.

II. AIMS AND OBJECTIVES

A. To help the child have a genuine feeling of self-worth
B. To help him honestly recognize his strengths and weaknesses
C. To help the child recognize and value his uniqueness and potential
D. To help the child develop aspirations; a desire to fulfill his potential
E. To help the child develop respect for others through his own self-knowledge
F. To create interest in learning about others

III. MATERIALS

Films

A. Developing Friendships - Coronet
B. Family in Tokyo - Dowling
C. Let's Be Good Citizens at School - Gateway (10M B. & W.)
D. Be Your Own Traffic Policeman - Porta
E. Beginning Responsibility: Books and Their Care - Coronet
F. Customs of the Eskimo
G. People of Hawaii - EBF
H. People of Mexico - EBF
I. Policeman Walt Learns His Job.
J. Sharing Work at Home - Coronet
K. Tina, A Girl of Mexico

Other Materials

A. Camera and film
B. Experience chart paper
C. Crayons
D. Paint and easel paper
E. Mirrors
F. 8-1/2" x 11" paper for booklets
G. Materials for costumes
H. Chalk board eraser
I. Pictures or "I Wonder" cards

Books

A. HAPPINESS IS
B. I WANT TO BE A POLICEMAN by Carla Greene
C. I WANT TO BE A FIREMAN by Carla Greene
D. I WANT TO BE A GROCER by Carla Greene
E. I WANT TO BE A SPACE PILOT by Carla Greene
F. LET'S FIND OUT ABOUT POLICEMEN by Martha and Charles Shapp
G. FAMILIES AND FRIENDS by Florence Schultz
H. A NEW BOY IN SCHOOL by May Justus
I. FUN FOR CHRIS by Blossom E. Randell

IV. CORRELATION WITH OTHER SUBJECTS

A. Language
   1. Each child is given the opportunity to express himself orally:
      (a) in talking about himself, friends and family
      (b) playing game, "Guess Who"
      (c) I wonder cards or pictures

B. Health and Safety
   1. Playing of games to allow for a change of pace, yet fulfilling a purpose
   2. Discussion of favorite foods

C. Reading
   1. Use of experience chart
   2. Reading names and captions

D. Art
   1. Construction of his booklet
   2. Making of self-portrait

3. Drawing of illustrations
4. Drawing of own hands
5. Making of silhouettes

E. Dramatics
1. The talent show provides for creative role play
2. The parade of "What I Would Like to Be"
3. Puppetry

F. Social Studies
1. Discussion of people of various cultural backgrounds
2. Different types of homes pupils live in

V. PROCEDURE AND ACTIVITIES

A. Show a movie film taken of the children in the class. Slides can also be taken of the children. Discussion involving the children can include identification of members of the class.

B. An experience chart can be made of the film or slide experience.

C. A "Who Am I?" chart may be developed similar to the following:
1. What is my name?
2. Where do I live?
3. What is my family like?
4. Who are my friends?
5. What do I like to eat?
6. What do I like to do?
7. Where do I like to go best?
8. What makes me happy?
9. What do I want to be?

D. A bulletin board entitled, "Who Am I?" Attach a child's photograph, cover the photograph with a small cut-out silhouette of the child covering his photograph. Make a big question mark over the silhouette.

Read story, "Maria." Everybody has a name.

E. Discuss the following:
1. What would it be like if everyone were just alike?

2. What can I do well?
3. What can I help others do well?
4. What do I want to be when I grow up?
5. Can everyone skip? Is everyone just the same size as I am? Does everyone have blue eyes?
6. Can everyone try?
7. Is it good to be different?
8. Is it fun to be the same as others sometimes?
9. Does everyone want to be a gardener?
10. What would it be like if we all had the same ambitions?
11. In what ways are we the same? What do we all like? What do we all need? Where do we live? What can we all do?
12. How are we different from each other? How are we different from other children from different lands?
13. How are we the same as children from different lands?

F. The children can make portraits of themselves with crayon, paint or other media on large pieces of paper. They should label these, "This is____" or "I am ____." These can be used in discussions or in experience charts.

G. Autobiographies can be written and illustrated with self-portraits. These may be incorporated in a booklet for class use in reading.

H. Mirrors can be used to identify special characteristics of each child by that child

I. Projecture techniques can be fun. The teacher reads the story entitled, HAPPINESS IS, by Schulz. After a discussion of reactions and idea of happiness, the children illustrate what happiness is to them.

J. The children can make "All About Me" booklets, which might include a variety of pictures and stories about the child, his family, his pets, his interests, etc.

K. A flash camera will aid in making a "composite" kind of bulletin board of "our class."

L. The children will enjoy activities which will make them a part of room management
   1. Have the children trace around one hand, cut out the hand that is traced on construction paper. Compile a list of helping activities for the room and rotate the hands on a bulletin board, to give each a turn.
   2. Plan the day's activities with the children in the morning.

M. Play the following game: "Dog and the Bone" (Our voices are different too)
One child sits in front of the class with his back to them. An eraser is placed beneath the chair. When the signal is given, a child in the room steals the "bone." After hiding it and returning to his seat, the thief says, "Doggie, doggie, where's your bone - someone stole it from your home." The child in the front must identify the speaker, (3 turns) who may have disguised his voice.

N. Have the children put on a "talent show," each child participating in some way. They can choose a talent they would like to have (or that they do have), make costumes befitting their interest and plan their participation accordingly.

O. Read the stories, I WANT TO BE A POLICEMAN, I WANT TO BE A FIREMAN, I WANT TO BE A GROCER, I WANT TO BE A SPACE PILOT. The children can have a parade with a theme of "What I Would Like to Be" or "Who Would I Like to Be." They can make hats or representative attire for this and parade for another class.

P. Play this game with the children, "Guess Who." The child, who is "it," describes some characteristics of another child. The child who guesses can be "it" next, even if it is that child who is described. (This should be done with care - only after the children feel comfortable with each other and well acquainted.)

Q. Silhouettes can be made of the children and used in booklets or experience charts or for gifts for Christmas or Mother's Day.

R. A dramatization can be carried on by the children with hand puppets, role playing what they want to be.

S. Talk about "I Wonder Cards or Pictures"
   1. "I wonder what is in the trunk!"
   2. "I wonder what she's making."
   3. "I wonder what he sees." (boy looking through a knot hole)

T. Make a study of someone you like that you know.

VI. EVALUATION

A. Does the child exhibit self-confidence, an "I-can-do-it" attitude?

B. Is the aggressive child less hostile?

C. Does each child know more about his classmates?

VII. SUMMARY

Every effort should be made to help the child appreciate his own identity, which will in turn contribute to his adjustment in school, his motivation for learning and a positive feeling of self-worth.

RESOURCE UNIT: EGO DEVELOPMENT

FIRST GRADE

I. PURPOSE

A. To help children move toward self-discovery
B. To aid in the development of oral language and speech improvement
C. To help children find a satisfactory outlet for emotional stress
D. To help children grow in tolerance of other people

II. AIMS AND OBJECTIVES

A. To improve the child's attitude about himself
B. To help child develop an awareness of his personal appearance
C. To help child understand that each person is attractive in some way
D. To develop an awareness of individual differences in enjoyment, aspirations and in relationships of friends, family, teachers and peers
E. To develop self-confidence

III. MATERIALS

Books

A. TWO IS A TEAM by Lorraine and Jerrold Beim
B. GEORGE WASHINGTON CARVER by Sam and Beryl Epstein
C. EXACTLY ALIKE by Evaline Ness
D. MIDDLE MATILDA by Winifred Bromhall
E. A FRIEND IS SOMEONE WHO LIKES YOU by Joan Walsh Anglund
F. THE MITTEN by Alvin Tresselt
G. THE GROWING STORY by Ruth Krass
H. ANGELO, THE NAUGHTY ONE by Helen Garrett
I. CROW BOY by Taro Yashima
J. LENTIL by Robert McCloskey
K. WHAT'S WRONG WITH JULIE? by Virginia Ormsby
L. THE SWIMMING HOLE by Jerrold Beim
M. THE PEOPLE DOWNSTAIRS by Rhoda Bacmeister
N. SAD DAY
O. THE LITTLE HOUSE

Films

A.	Developing Friendships	Cornet	10M	B&W
B.	Dress for Health	EBF	10M	C
C.	Family in Tokyo	Dowling	15M	C
D.	How Billy Keeps Clean	Cornet	10M	C
E.	How to Be Well Groomed	Cornet	10M	B&W
F.	Let's Be Good Citizens At School	Gateway	10M	B&W
G.	Let's Be Clean and Neat	Cornet	11M	C

Other Materials

A. Hand mirrors
B. Paper for self-portraits
C. Crayons
D. Combs
E. Tissues
F. Hand cream or lotion
G. Nail file
H. Yarn
I. Buttons
J. Scissors
K. Material for a large book
L. Experience chart paper

IV. CORRELATION WITH OTHER SUBJECTS

A. Social Studies
   1. People of other countries often look and dress differently than we do

B. Science
   1. Care of the body
   2. Discussion of foods

C. Language
   1. Opportunity to talk in front of class

D. Art
   1. Drawing of self-portrait
   2. Family pictures

V. PROCEDURE AND ACTIVITIES

A. Distribute hand mirrors. Allow children to look at themselves and freely discuss what they see in the

mirror. Collect mirrors after a reasonable length of time and let the children make comparisons among themselves, e.g. Jane is short, Sue is wearing a pink dress, Mary has a pony tail.

1. Write comments on an experience chart or chalk board.

B. In talking about the way a person looks, you could have the children draw just the head of a person - trying to get them to use the whole sheet of paper. Then he could draw himself from the neck to the knees, and the knees to the feet on another sheet. These three pieces of paper could then be taped together.

1. After discussing what it took to be neat, you could have a daily self-inspection (tied shoes, buttoned buttons, etc.).
2. If the children have problems tying shoes or buttoning buttons, you could have a shoe and buttons they could practice on available.
3. Have a comb and mirror out so they could fix themselves up between bells.
4. Have a grooming corner where there is a mirror, Kleenex, hand cream, etc. The children could come here during their free time and raise their egos.
5. Point out how they like to receive compliments and that they should try to give at least one a day.
6. The teacher would naturally praise the children as a group and individually.
7. You could do some role playing, with one child being very messy and others telling him how to help himself.
8. Make a doll, dress her as well as possible; bows in yarn hair, buttons, zippers and tie shoes. Let the children make it look neat.
9. At the end of the unit, you could make a blue ribbon type of badge to give each child thus showing he was a member of the "Neat Dressers' Club."

C. Read stories, "Sad Day" and "The Little House." Discuss feelings in the story. Let children describe what makes them sad, mad, unhappy, frightened, angry,

scared, cry, glad, happy, smile and laugh.
1. List these on board or experience chart.

D. Explain that it is possible to see what one looks like on the outside, but they must tell with words how they feel on the inside.
1. Write comments on an experience chart.

E. Write the stories in a large book for classroom use along with their self-portraits.

VI. SUMMARY

It is hoped that each child will acquire a physical image of himself, as well as an insight into some of his deeper, meaningful qualities. The teacher will get to know each child better and can, therefore, help him cope with some of his problems.

VII. EVALUATION

A. Observe if:
1. the children are more friendly to others than they had been.
2. the children are really trying to be neat.
3. the children give compliments to each other.

B. Ask the children if they think they have improved in the areas discussed.

RESOURCE UNIT: EGO DEVELOPMENT

SECOND GRADE

I. PURPOSE

To elevate the child's concept of himself and make him feel that he is an important and worthwhile individual

II. AIMS

A. To realize the importance of each individual
B. To make a child feel comfortable in expressing himself
C. To find out the personalities of each child in the grade
D. To emphasize the practice of good speaking habits
E. To establish the realization that individuals are different in looks, in ambitions and in capabilities
F. To help children improve their thinking about themselves
G. To be aware of why we are liked or disliked

III. MATERIALS

A. List of questions to be asked children:

1. What is your whole name?
2. When is your birthday?
3. Who lives at your house?
4. What do you like about school?
5. Is there something you do not like?
6. What makes you happy in school?
7. What makes you happy at home?
8. What makes a person your best friend?
9. What season of the year do you like best?
10. Have you ever taken a trip?
11. What is your favorite food?
12. What do you like to do after school?
13. Do you have a pet?
14. When you grow up, what would you like to be?

Note: Depending upon the individual child, the teacher might leave out some of these questions. On others she might allow the child to elaborate. A chart listing the questions might be made, or the teacher could ask them orally.

B. A camera (if available a movie camera). Also a tape recorder
C. Special Desk and Chair - where the child of the day sits for "his day"
D. Previously made booklets for each child

1. Colored construction paper for cover
2. Newsprint paper for the inside. Staple book together.
3. Titles for each page at the top. The following are suggestions:
   (a) Me - My Family
   (b) My House
   (c) My Friends
   (d) Colors I Like
   (e) Where I Like to Go
   (f) Things I Like to Do
   (g) My Pet
   (h) Stories I Like
   (i) What I Want to Be
   (j) Food I Like

E. A mirror in the room
F. Name tags
   1. To be used the first days of school
   2. To be used when substitute teacher comes
   3. To be used when visitors come
   4. To be used on a trip
   (Made with heavy construction paper with yarn used at each end to go around neck)
G. A Birthday Chart
   1. This could be some type of calender with each child's birthday prominently pointed out.
H. Films and filmstrips
   1. Films on the life of a successful person, i.e. George Washington Carver
   2. Safety films showing courtesies and behavior
   3. Films
      (a) Fun of Making Friends
      (b) Kindness to Others
      (c) Manners in School
   4. Filmstrips
      (a) Sharing
      (b) Thankfulness
      (c) Thoughtfulness
I. Poems
   1. My Shadow by Robert Louis Stevenson

2. Inside and Outside of Me

My Inside-self and my Outside-self
Are different as can be.
My Outside-Self wears gingham smocks,
And very round is she,
With freckles sprinkled on her nose,
And smoothly parted hair,
And clumsy feet that cannot dance
In heavy shoes and square.

My, oh my little Inside-Self
In gown of misty rose
She dances lighter than a leaf
On blithe and twinkling toes;
Her hair is blowing gold, and if
You chanced her face to see,
You would not think she could belong
To staid and sober me!

3. The Child Next Door

J. Books

1. TWO IS A TEAM - Beim - Harcourt - 1945
2. YOUR FACE IS A PICTURE - E. D. Clifford - Seale & Co.
3. NEW BOY IN SCHOOL - May Justus - Hastings House
4. WHO IS DEBBIE? Pauline Meek
5. LOOK AT YOUR EYES - Paul Showers - Crowell
6. A FRIEND IS SOMEONE WHO LIKES YOU - Joan Walsh Anglund - Harcourt, Brace & World

IV. CORRELATION WITH OTHER SUBJECTS

A. Language

1. Writing stories about one's self
2. Writing stories and talking about what we some day hope to be
3. Experience in speaking in front of group
4. Practice in speaking to people by using their names
5. Making experience charts

B. Art

1. Drawing pictures for booklets

2. Appreciation of others' talents
3. Expressing thoughts, feelings and ideas with easel

C. Health

1. What constitutes a successful and recognized citizen who is admired?
2. Importance of personal habits
3. Importance of a smile and a pleasant attitude

D. Literature

1. Appreciation of stories
   (a) Rules of being a polite listener
   (b) Morals learned from stories
   (c) Development of imagination
   (d) Enjoyment of role playing - dramatization
2. Poems
   (a) Learning to enjoy poetry
   (b) Joy of memorization of poems

E. Music

1. "Child of the day" chooses the record to be played or listened to at "Listening Post."
2. Child of the day is the song leader or the leader of a rhythmic band activity, etc.
3. A talent show - dancing, solo singing, instrument playing
4. Children learn of great composers, artists and entertainers and develop an aspiration to follow through with their talents and ambitions

V. PROCEDURE AND ACTIVITIES

A. Discussion about individuals

1. How are we different in appearances? How are we similar?
2. How do we differ in likes and dislikes? How are we similar?
3. Importance of knowing each other

B. Plan daily or weekly application to this phase of our school program

1. Child of the Day (Chosen by the teacher or by class vote on previous day or by selection by the present Child of the Day)
2. His privileges of the day:
   (a) He may listen at listening post and choose his companions there
   (b) He may select story, game, etc. of the day
   (c) He may do errands
   (d) He may talk into tape recorder
3. Have time to talk about the child of the day. (What do other people think of me?)

C. In health lessons we stress politeness, cleanliness, toilet habits, eating habits, manners, posture, voice, tempers, attitudes

D. As a follow-up to the list of questions asked the child of the day, the last question is what he might like to be as an adult. The requirements and achievements for particular occupations or professions could be discussed. Films and filmstrips describing the specific one should be shown. Pictures could be collected or exhibited about various types of work.

E. Parent Involvement

1. Parent of the child could be invited to visit school
2. Special work done by the child is sent home
3. Child is asked to bring family pictures to school (a photo album for him might be made)
4. Home visits will be found most valuable
5. If a movie camera and a loop machine are available, a film is taken of each child in the grade starting at his home and continuing through the school day. The child decides what special aspects he wants taken. After his film is developed and put into a loop machine, the child is allowed to take it home to show his family. In the classroom, children view each other's films.

F. Using the Tape Recorder, a child tells his story or answers questions. He then listens to his own voice when it is played back.

G. Using the mirror, a child looks at himself and is allowed to describe how he looks.

1. Who do you look like?
2. If someone had never seen you, how would you describe yourself? (Pretend you are describing yourself on the telephone.)

H. In Language Lessons, we discuss what types of persons are liked or disliked.

1. We discuss what would qualify a person to be a leader.
2. Each child might write a sentence or a short story on why he is important or how he might become important.
3. A discussion is held on the importance of listening to others when they are speaking.
4. The consideration of others, who may have handicaps or other unusual traits, is discussed.
5. The value of having one person speak at a time
6. The ways we can be recognized when we wish to be heard
7. Possible private visits with the teacher
8. The necessity of expressing individual problems, difficulties and personal desires
9. The joy of being complimented
10. The value of admiring others' work or improvements
11. Have children write stories with the titles, "What I Would Like a Friend to be Like" and "What Makes Me Feel Good!"
12. Use a collection of hats, which children enjoy wearing. Have each child tell why he might like to be such a person when he is an adult, i.e., role play while wearing fireman's hat, nurse's cap, policeman's hat, soldier's hat, airline stewardess' hat, construction worker's steel hat, chauffeur's hat, etc.

VI. SUMMARY

A. This unit should form a part of an entire school year. It would have to be broken up into many lesson plans.

B. Periodically, the overall purpose could be discussed. How has this part of our school work helped us? How could we change it? What could be added to it?

C. If the books have been completed, they might be shared with the rest of the class.

D. Bulletin boards should exemplify our accomplishments.

E. If children's work, either in art or language, is displayed, it should always be given a caption and the name of the child.

F. A large book made of bristol board might be made to include work of the entire class, art, original stories, poems, group photos.

G. Once each child has had "His Day," the grade might be divided into groups or partners to develop a special activity such as a play, a party, a book, a dramatization or an original story.

H. A chart could be made listing important rules we have learned to make us a more valuable person.

VII. EVALUATION

A. Each child has had an opportunity to be an individual.

B. He has learned to express himself and overcome the fear of talking to a group.

C. He has learned things about himself he may not have known.

D. He may have discovered his faults and tried to correct them.

E. He has developed a sense of pride and a better outlook for his future.

F. He has learned to realize that everyone is important for different reasons.

G. The teacher has learned about each child as an individual and has a personal interest in each one with a better understanding.

RESOURCE UNIT: EGO DEVELOPMENT

GRADES K-3

I. PURPOSE

To help children develop an awareness of how feelings and moods determine how a person behaves

II. OBJECTIVES

A. To reassure children that everyone has different moods
B. To help children think about the many different ways they feel and act
C. To help the teacher gain insight into child's feelings through discussion of "What Makes Me Sad," "What Makes Me Glad."
D. To help children understand their inner-most feelings and to gain therapeutic benefits from realization that "all people" have different moods

III. MATERIALS

A. Story: "The Glad Girl and the Mad Girl," p. 111, UPTOWN, DOWNTOWN, Bank Street Readers
B. Paper, pencil, and crayon - any color
C. "Who Am I?" Question Sheet

IV. CORRELATION WITH OTHER SUBJECTS

A. Language

1. The story, "The Glad Girl and the Mad Girl," can be used for reading experiences and/or for oral language experiences in discussion of story after it has been read by the teacher.
2. After completing the "Who Am I?" Question Sheet, children can write a story about themselves by using some of the items from the Question Sheet. In grades where children have not yet begun to write, the questions (and the pupils' responses - "I Am _____ because...") can be used for discussion.
3. The pupils, with the teacher's help, can develop experience charts, i.e., "The Glad Second Graders" and "The Mad Second Graders."

V. PROCEDURES

A. This unit can be introduced by placing the title, "The Glad Girl and the Mad Girl," on the board. Ask pupils to discuss title. (Do you know anyone who is glad - always happy? Do you know anyone who is mad - always angry or sad?)

B. Read the story, "The Glad Girl and the Mad Girl."

One day a girl was on her way to school.
She was glad!

She said, "Good morning," to the woman next door.
She said, "Good morning," to the policeman at the corner.
She said, "Hi," to the man at the newspaper stand.
She said, "Hi," to a dog in a car.
She said, "Hi," to a cat on the steps.
She said, "Hi," to her friend at school.

The next day a girl was on her way to school.
She was mad!

The girl didn't say, "Good morning," to the woman next door.
She didn't say, "Good morning," to the policeman at the corner.
She didn't say, "Hi," to the man at the newspaper stand.

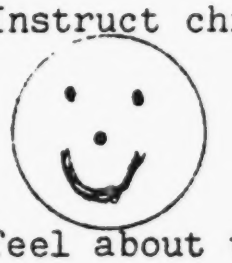
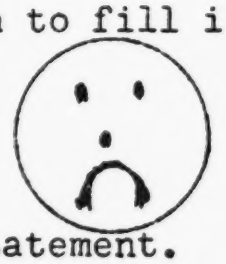
She said, "Gr-r-r-r," to a dog.
She said, "S-s-s-s-s," to a cat.
She said, "Oh, go away!" to her friend at school.

The glad girl's name was Mary Newman.
But the mad girl's name was Mary Newman, too.
The mad girl and the glad girl were the same girl -- Mary Newman!

Nobody is happy every day.
Are you?

C. Encourage the children to respond to, "Nobody is happy every day. Are you?" Why?

D. After much discussion of why some people have different moods (personal problems, loss of toys, physical illness, etc.), distribute Who Am I Question Sheet.

E. Instruct children to fill in the face with either a  or a  depending on how they feel about the statement.

1. Using the feelings you indicated on the Who Am I Question Sheet, could you now describe yourself?
2. Could the boys and girls in your class describe you? They may not know enough about you, so they may respond to Numbers 1, 2, 5, 7 and 10.

VI. SUMMARY AND EVALUATION

A. Through discussion of the story, "The Glad Girl and the Mad Girl," the teacher can gain insights into the feelings of her pupils.

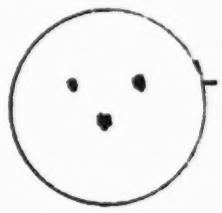
B. The pupils will develop an awareness that people have different moods; and through this activity, there may be a lessening of guilt feelings the children may have about some of their "mad" days.

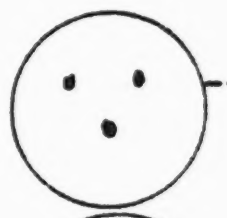
C. Through the use of the "Who Am I?" Question Sheet, the teacher will gain insight into the feelings the children have about themselves and can use the information to help children make a better adjustment to school-life situations.

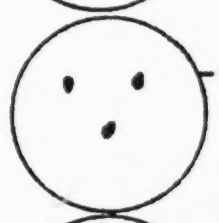
Who Am I?

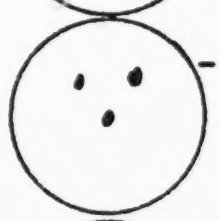
1. Are you a happy person?
2. Do you like school?
3. Do you like to talk with grown ups?
4. Do you have many friends?
5. Do you like to read?
6. Do you like to play alone?
7. Do you like to play with others?
8. Do you have fun at home?
9. Do you think that other people are better than you?
10. Other boys and girls think I am

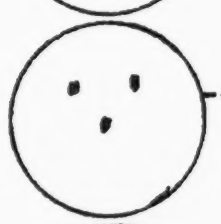
Make the face tell how you feel:

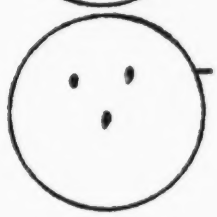

-- 1

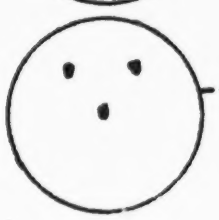

-- 2

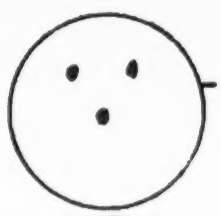

-- 3

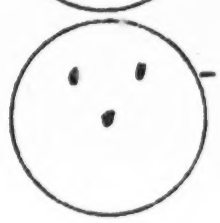

-- 4


-- 5

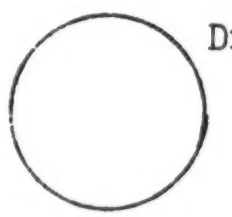

-- 6


-- 7


-- 8


-- 9

Draw Your Face


-- 10

UNIT ON "I AM VERY SPECIAL"

EGO DEVELOPMENT - THIRD GRADE

I. PURPOSE

To help children develop a sense of personal worth through a specific activity based on enhancing the self-image

II. OBJECTIVES

A. To give each child the opportunity to tell why he is a very special person

B. To improve the self-concepts by making each child aware that "others" are interested in him and want to know something about him

C. To develop an awareness of similarities and differences in children by comparing photographs and stories about each other

D. To build self-confidence by making a booklet entitled, "I Am Very Special"

III. MATERIALS

A. Polaroid camera and film
B. Regular camera and film - if Polaroid camera is not available
C. Three sheets of paper for booklet; title page, picture page and story page

IV. CORRELATION WITH OTHER SUBJECTS

This lesson is basically an ego-building lesson with opportunities for correlation with other subject areas:

A. Oral Language: Discussion of topic, "I Am Very Special." Discussion of photographs:
   1. "Does the picture look like you?"
   2. "Do you like the picture?"
   3. "Do you look like this at all times?"
   4. "How is your picture similar or different from other members of the class?"

B. Writing and Spelling: After each child has discussed his picture, he has an opportunity to write a story on "I Am Very Special."

C. Reading: Children may be given the opportunity to read their stories to others in their classroom, in other classes and at home.

D. Art: Children may be given the opportunity to decorate the cover of their booklet according to individual tastes.

V. PROCEDURES

A. If a Polaroid camera is not available, a regular camera may be used. Photos of each child may be taken in advance.

B. Discussion with boys and girls: I Am a Special Person. Teacher may say, "You are each very special to me. Why do you think you are special to me?" Each child may have an opportunity to say why he is important. Teacher may encourage children to write an autobiographical sketch.

1. I am special because I do good work.
2. I am special because my mother came to school.
3. I am special because you came to my house.
4. I am special because I like to read.
5. I am special because I like to play ball.
6. I am special because I help with house work at home.

C. Discussion may continue until each has had an opportunity to tell why he is a special person.

D. "Today we're going to make a book about 'I Am Very Special.'" Write the title on the board.

E. Distribute three sheets of paper stapled together in booklet form.

F. Discuss writing title on cover.

G. If a regular camera has been used at a previous time, distribute photos to each child.

H. If a Polaroid is being used, each child should be allowed to decide where and how he would stand to have his photo taken.

I. As pictures are taken with the Polaroid (or distribute pictures previously taken), children should be encouraged to discuss them.

J. Teacher may ask questions to stimulate discussion:

1. Do you like your picture?
2. Does it look like you?
3. Do you think you always look like this?
4. How is your picture similar to someone near you, different from someone near you?

K. Children are then asked to attach their picture on the second page, "A Picture of Me," at the top of the page. Name of child is placed under picture along with his birthdate, address and the page number.

L. Children are then encouraged to begin writing, "I Am Very Special," using some of the comments they made while viewing their pictures.

M. Teacher encourages, helps with words and spelling and assists pupils who may be having difficulty.

VI. SUMMARY

A. After children finish their booklets, they may be given an opportunity to share with the class their story, "I Am Very Special."

B. Some children may go to other rooms to show their booklets to other children.

C. Booklets may be taken home to be read to family.

VII. EVALUATION

A. Through the discussion of pictures and stories about each individual, the teachers may gain some insight into each pupil's feeling of self-worth and therefore can better understand the child and help him with his problems and interests.

B. In this unit all children should be made to feel success. Acceptance of child's feelings about self and encouragement help the child feel that he accomplished something worthwhile.

C. The teacher can do much in this unit to help children accept differences through discussion of similarity and difference. Care should be taken not to stress differences in a negative sense, i.e., it is bad to be different. Emphasis should be on positive feelings about ourselves and other people even though there may be differences.

RESOURCE UNIT: EGO DEVELOPMENT

THIRD GRADE

I. PURPOSE

A. To build the child's self-confidence
B. To help the child have positive feelings about himself
C. To help establish the idea of the importance of individuals and the work people engage in

II. AIMS AND OBJECTIVES

A. To acquaint children with one another's habits, ideals and interests
B. To give children experience in expressing themselves through oral and written activities
C. To record important ideas that can be referred to in the future
D. To help the child bring out "locked in" feelings
E. To develop respect for individual differences
F. To develop pride in parents' work

III. MATERIALS

A. Bulletin Boards
   1. "Who's Who in Room ___?"
   2. "Everyone Has a Birthday"
   3. "We Want to Be"
   4. "All About _____"
B. Corner with a mirror and a chart that reads, "Who Are You" - (Thinking corner)
C. Pictures of individual children
D. Self-portraits
E. Bristol board paper (about 2' x 3') for a "Who's Who Book." Two pages per pupil
F. Magazines to be cut up
G. I Want to Be Books by Carla Greene
H. Biographies of famous personalities
I. Multi-Ethnic readers from PROJECT BEACON list
J. Occupational Books - see reference material
K. Tape recorder for oral reports
L. Dictionary of Occupational Titles (obtained from Washington, D. C.)
M. Autobiography ditto
N. 8-mm. movies of groups or individuals
O. Picture of a tree made from construction paper
P. Make a list of resource people to speak to the class

Q. A box to hold names of children in the class
R. Book, "Values and Teaching," by Louis E. Raths, Merrill Harmin and Sidney B. Simon, A Charles E. Merrill publication
S. Poem, "The Guy in the Mirror"

IV. CORRELATION WITH OTHER SUBJECTS

A. Language

1. Oral reports
2. Written reports
3. Autobiographies
4. Speech problems detected
5. Role Playing

B. Reading

1. For information
2. For recreation - "Who's Who Book"

C. Art

1. Self-portraits

D. Social Studies

1. People in the community - occupational books

V. PROCEDURES AND ACTIVITIES

A. Make a bulletin board using the names of the children in the classroom. The title may be, "Who's Who in Room ___." Around the names may be seasonal decorations. Examples:
1. a name on an autumn leaf
2. a name on a small pumpkin
3. a name on a snowflake

B. Take pictures of children and place on bulletin board near children's names

C. Birthdays are recorded on "Everyone Has a Birthday" chart

D. Each day a name is drawn from the "Child of the Day Box"

Duties of Child:
1. Opening Exercises
2. Delivering Messages
3. Distributing papers
4. Choosing room helpers for chores

E. Distribute "Autobiography Ditto"

F. Class project - Make "Who's Who Book" - Child's name placed at top of his pages

G. Make a family tree - Grandparents, parents, brothers and sisters, cousins, etc. Each child makes an individual family tree filling in names of relatives.

H. Each child looks in a mirror and draws a self-portrait

I. Pupils give oral reports about themselves using autobiography dittos

J. Class project - find out what first and last names mean

K. Each child chooses a job or profession. He uses the "I Want to Be" books. Stories are written about why the child wants this occupation. Illustrations are made.

L. Learn occupation songs

M. Parents are invited to talk about their jobs to the class

N. School personnel speaks to the class

O. Pupils write stories about themselves. Include information from autobiography ditto. Illustrations or snapshots are used.

P. The "All About _____" bulletin board is divided in half. Each week two children are given a half to tell about themselves. Each child can tell about himself using snapshots, self-portraits, stories, drawings of his family, what he wants to be, etc. The individual child is responsible for putting up his own bulletin board.

Q. Role Playing for fun, to solve arguments, difficulties
   1. Solution to class problems
   2. How to raise money
   3. Use of playground and room equipment

R. Tape reports - resource people and children

S. Conduct interviews - a child is chosen and the teacher asks him questions about interests and why he has these attitudes.

T. Write "I Want to Be" stories - four or five a year
   Note: Child may change his mind about what he wants to be.

U. "Who Are You?" - for thinking corner
1. What is your name?
2. Who is your best friend?
3. Who is in your family?
4. What do you want to be?
5. What made you happy? Why?
6. What made you sad? Why?
7. Who are you?

VI. SUMMARY

Selected material is to be placed in the "Who's Who Book." This must be the best the child has to offer, for it is on display to all who want to learn about "him." Activities are to be carried on throughout the year. The teacher should use all of the materials for the goal of understanding her pupils and helping them adjust and face life situations.

VII. EVALUATION

The teacher should ask herself, "Do I have

A. a cooperative class?"
B. happy individuals?"
C. successful individuals?"
D. proud individuals?"
E. striving individuals?"
F. considerate individuals?"

ADDITIONAL REFERENCE MATERIAL

OCCUPATIONAL INFORMATION IN THE ELEMENTARY SCHOOL, Science Research Associates, Inc., Chicago

Section 5 - Occupational Songs by Industry
Section 1 - Occupational Books and Pamphlets by Industrial Classification

PROJECT BEACON List of Multi-Ethnic Readers

Bank Street Readers 3^1 and 3^2 Macmillan Company

Ebony Magazine, Johnson Publishing Company, Chicago, Illinois

COLOR ME BROWN, Johnson Publishing Company, Chicago, Illinois

Teaching Pictures

Poem, "The Guy in the Mirror"

AUTOBIOGRAPHY DITTO

1. My name is _____.
2. My birthdate is _____.
3. I am ___ years old.
4. My address is _____.
5. The people in my family are _____, _____, _____, (etc.).
6. When I grow up, I would like to be a _____.
7. When school is out, I like to _____.
8. I like to _____.
9. I don't like _____.
10. I enjoy reading _____.
11. My favorite T.V. shows are _____, _____, _____.
12. My favorite sport is _____.
13. The best book I ever read was _____.
14. The best thing I like about school is _____.
15. The least thing I like about school is _____.
16. My hobby is _____.
17. My friends like me because _____.
18. If I had one wish, I would wish for _____.

"THE GUY IN THE MIRROR"

by Dale Winbrow

When you get what you want in your struggle for pelf,
And the world makes you King for a Day,
Then go to the mirror and look at yourself,
And see what the guy has to say.
For it isn't your Father, or Mother or Wife,
Who judgment upon you must pass.
The fellow whose verdict counts most in your life,
Is the guy staring back from the glass.
He's the fellow to please, never mind all the rest,
For he's with you clear up till the end,
And you've passed your most dangerous, difficult test
If the guy in the glass is your friend.
You may be like Jack Horner and "chisel" a plum,
And think you're a wonderful guy,
But the Man in the glass says you're only a bum,
If you can't look him straight in the eye.
You can fool the whole world down the pathway of years,
And get pats on the back as you pass.
But your final reward will be heartaches and tears,
If you've cheated the guy in the glass.